# WR 121 English Composition - Spring 2020 - Delivered in Moodle

Updates highlighted in yellow.

**Instructor: Susan Pesti-Strobel;** [**pestiss@linnbenton.edu**](mailto:pestiss@linnbenton.edu)

**This class is cross-listed between CRN 42194, 42193 and 42192**

**Prerequisite: C in WR 115\**

**Online classroom and technology needs: Moodle. Zoom. Google Docs. Linn-Benton email. These should be linked to your student account.**

**Our Zoom meeting - please check on Moodle for the current link.**

**LBCC information - be sure to check for updates often:** [**https://www.linnbenton.edu/faculty-and-staff/college-services/public-safety-emergency-planning-ehs/covid19/faq-students.php**](https://www.linnbenton.edu/faculty-and-staff/college-services/public-safety-emergency-planning-ehs/covid19/faq-students.php)

**Welcome to class!**

**I am excited to have you in my class and look forward to coaching you to become a conscious writer.**

**\*\*\*IMPORTANT: This syllabus contains crucial information about class and your assignments. Read it carefully; read it often. You are responsible for knowing the contents.**

**Texts:**

* ***The Little Seagull Handbook with Exercises. 3E.* Bullock, Brody, and Weinberg, eds. This text is optional, meaning it is optional to buy it, but you need to have access to it. Let me know if that is a problem for you.**
* **All other texts via Moodle.**

**Strongly recommended resources:**

* Online Writing Lab/OWL Purdue:<https://owl.purdue.edu/owl/purdue_owl.html> . Excellent site to look up citations, but it also offers help with grammar.
* Access to a dictionary, e.g. dictionary.com. Free…

**Campus resources for your writing needs**:

* Me. Of course. Please contact me often with questions and concerns.
* The Writing Center: [www.linnbenton.edu/writing-center](http://www.linnbenton.edu/writing-center) and [Online Writing Lab](https://www.linnbenton.edu/current-students/study/learning-center/writing-assistance/online-writing-lab-owl.php)
* The campus library: <http://library.linnbenton.edu/home>

## **Course description**

**From LBCC Catalog:** This course covers processes and fundamentals of writing expository essays, including structure, organization and development, diction and style, revision and editing, mechanics and standard usage required for college-level writing.

**How we will do it:** You will have the opportunity to practice and exercise your skills in reading, writing, responding, analyzing, and citing others. I am excited to be your coach throughout this process, so please come see me often. I am happy to answer questions and help.

**Outcomes**

**Important: It is very important to me that I help you do well in class. Good writing skills can make a huge difference for all of us on the job market. In this class, we will focus on the following skills to help you become a better writer. Think of it as sharpening your tools.**

Upon successful completion of this course, students will be able to:

1 **Analyze** the rhetorical **needs** (the interaction of audiences, purpose/outcome, and subject) of a variety of academic and practical **writing assignments**.

2 **Apply** appropriate levels of **critical thinking strategies** (knowledge, comprehension, application, analysis, synthesis, evaluation) in response to the rhetorical needs of an assignment.

3 **Implement** appropriate **rhetorical elements and organization** (introduction, thesis, development and support, rebuttal, visuals, narration, conclusion, etc.) in response to the rhetorical needs of an assignment.

4 **Locate, evaluate, and integrate high-quality information and opinion** in response to the rhetorical needs of an assignment.

5 **Craft sentences and paragraphs that communicate their ideas clearly and effectively** using words, sentence patterns, and writing conventions to make their writing **clear, credible, and persuasive**.

## **Course policies, or how to do well in class**

## **Attendance and participation**

**1) Come to class: Yes, you must show up regularly in our virtual class and engage with the rest of us. Be part of a supportive community.**

**2) Do the work: Keep an eye on assignments, both individual and collaborative ones, and complete them fulfilling the requirements and on time.**

**3) Communicate: Remember that it is not enough to sign in to Moodle, but you need to “talk” to me and/or your classmates.**

**How do you *attend* in a remotely taught class?**

* For the most part, our class will be a so-called *asynchronously* taught one, which means that you can work on your own time and not have to be present on Moodle at a given time. The exception will be our regular **Zoom sessions on Fridays: Club 121 at 10:00 a.m., and Club 115 at 11:00 a.m.** I can be available at other times as well, so, be sure to keep me posted.
* Even though we will work remotely, you will also **work collaboratively. As part of attendance, you will work in small groups in Discussion Forums (DF).** You will receive specific instructions for each DF session, so read them carefully, and do the work for full credit.
* **IMPORTANT:** contact me immediately 1) if you have an already scheduled absence of length, and 2) if you are experiencing an emergency absence during the term that will hinder your doing class work by the deadline. I will help you figure out what to do.
* The good part: You will be able to hang out with your classmates in a Discussion Forum, called, well, Hangout, where you can share with others.

### **How much time should you set aside for doing the work in our class?**

* On average, count on **8-10 hours a week.**
* **You are responsible for budgeting your time.** I suggest you spend more time in our virtual classroom (Moodle) early in the term, until you get a feel for the schedule and amount of time you need to spend in order to complete all the tasks.
* I am making every effort to make our schedule consistent, but when you will be collaborating with others, you will need to check in often to see what others are doing in your Discussion Forum and respond, for instance.

### **Coursework and Grades**

**70% of your Course Final Grade: Please note the update in red, as of 5/11 (more chances to earn points! :)**

Three major papers @ 30 points each 90 pts

Eighteen short assignments @ 5 pts each 90 pts

Total 180 pts

**30% of your Course Final Grade:**

Final Exam during Week 10 Calculated grade

**Testing/Final exam**

One of our writing assignments will be the final exam for this class. **The Final Exam will count for 30% of your final grade.** Since we are working remotely, and this exam should be given in a controlled manner, I will let you know the details as soon as I have them. Stay tuned!

**Overall grading:**

|  |  |  |
| --- | --- | --- |
| Letter | Percentage | Performance |
| A | 90% – 100% | Excellent work |
| B | 80% - 89% | Good work |
| C | 70% - 79% | Average work |
| D | 60% - 69% | Poor work |
| F | 0 – 59% | Failing work |

### **General guidelines for turning in written assignments**

* **Rough drafts** – you will submit your work-in-progress or rough draft to a peer review workshop in DF. It can be very rough, like brainstorming even, but have a text for a colleague to read.
* **Final drafts** – you must turn in final drafts completed and revised **by a strict deadline on Moodle, in the Assignment function. Google Docs is an ideal choice because they are easy to share and comment in,** but I will set Moodle to allow other document formats as well, like MS Word/.doc or .docx, or PDF, or RTF. Let me know if you need help. For technical help, contact the Student HelpDesk student.helpdesk@linnbenton.edu
* **I will not accept emailed assignments.** You must submit directly to Moodle.
* You have **ONE “Get out of Jail Free”** card: you must notify me 24 hours before the deadline that you would like to use it. It means that you may hand in the final draft within a week after the due date and get full credit.
* **Late papers:** A paper that is late by one week (or more) will get a zero (0). Again, be sure to let me know of extenuating circumstances **before** the paper is due (24 hrs).
* **IMPORTANT: Plagiarized papers**: **papers without correct in-text citations and corresponding Works Cited of sources other than yourself will get a zero (0).** I will discuss such cases with you privately and hope to clarify what happened. See p. 6 for more details.
* Remember that the LBCC Writing Center is available to you. Be sure to use their services at any stage of your writing process. [www.linnbenton.edu/writing-center](http://www.linnbenton.edu/writing-center)

### **Revised papers**

I will be happy to help you get a better grade on a paper if you do the following:

* You must **let me know** you want to revise a paper for a higher grade **within 24 hours** of my posting your grade on Moodle. **You must submit the revised paper not later than seven (7) days after I give you permission.**
* You **must work on the revision with the Writing Center** – they will notify me of your revision session.
* You must hand in your revised paper **with the revisions** **in bold. These revisions must be substantial improvements on the original text. While correct punctuation can make a difference in a text, I expect improved content as well.** I reserve the right to decide whether the revisions justify a grade higher than the original one.
* In general, a revised paper may receive **up to one grade point** higher than the original paper: D to C, C to B, B to A, if the revisions do indeed elevate the contents of the paper to that level.

### **Safe conduct**

* In order to create our class **a safe place** for everyone**, be respectful both to yourself and others.**
* We will be discussing a variety of issues and ideas in class. It will be inevitable that stances will differ on them. Please respect the differences and remember that such conversations should never target the person, just the ideas. Even so, we will also endeavor to find common grounds.

### **Academic Dishonesty** – Administrative Rule No: 7030 – 02 (LBCC website)

**In essence, do not claim somebody else’s writing or other intellectual material as your own, i.e. do not plagiarize (see details below).**

Students at LBCC are responsible for pursuing their studies with honesty and fairness, and in a manner that respects the rights and dignity of others. Students must not engage in acts of dishonesty. Academic dishonesty includes, but is not limited to, such acts as forgery, changing or misuse of college documents and records of identification, cheating, **plagiarism**, aiding or abetting cheating or plagiarism, knowingly furnishing false information to the college, violating copyright or trademark, or copying college software. … [A]n instructor has the right to issue a grade of “F” or “NP” for the assignment or course when the instructor has sufficient information to reasonably believe the student violated this policy.

**For in-class accommodations:**

LBCC is committed to **inclusiveness and equal access** to higher education. If you have approved accommodations through the Center for Accessibility Resources (CFAR) and would like to use your accommodations in the class, please talk to your instructor as soon as possible to discuss your needs. If you believe you may need accommodations but are not yet registered with CFAR, please visit the [CFAR Website](https://www.linnbenton.edu/cfar) for steps on how to apply for services or call (541) 917-4789.

# Overall theme for class and major assignments at a glance

**You will receive a detailed description when we begin work on each assignment.**

**The overall theme for our class is to introduce you to the academic writing community and its conventions. As some writers put it, you put yourself in the middle of a room, where everyone learns from and communicates with everyone.**

**1.** **Object Essay:** You will write a narrative, in which you will describe an experience or a series of events surrounding an object of special significance to you and you will also contemplate how this object connects you to a group based on the shared experiences. To place your own story within the larger writing community, you will also include relevant quotes from research. (750+ words=3+ pages)

**2. One Change at a Time:** For this assignment, you will make one change in your life by giving up one bad habit, describe how you did it, and how it has changed your perspective on your own life, as well as the habit itself. You will also place your experience in the larger scientific experience and research this habit extensively to educate yourself and your audience. (1000+ words=4+ pages)

3. **Career Narrative:** For this paper, you will write a narrative reflection of yourself as a professional meeting the requirements of a future (dream) job, coping with the joys and the pressures of said job. You will trace how relevant events and people have been preparing you for your future occupation. You will also research the requirements for the job, i.e., special skills, education, etc. (1000+ words=4+ pages)

4. **Practice Final Exam**: We will practice, and practice some more, for the Final Exam in class. In fact, everything we will do during the term will lead up to helping you tackle the exam. During the last few weeks, we will devote time to read previous prompts, unpack them together, and practice answering the questions, etc. (5 points earned towards participation)

## **Tentative Schedule: Overview. Details on Moodle**

## **\*Subject to change.\* I will notify you of necessary changes ahead of time.**

Please note: except for Week 1, our schedule follows a fairly consistent pattern: on **Mondays,** I post new material (lecture, major assignment description, reading material), on **Wednesdays,** you willrespond to a prompt, on **Fridays,** we meet in Zoom and you may have a short assignment due, on **Sundays,** you will submit a draft, either a rough draft or a final draft for grading.

***LSHB=The Little Seagull Handbook***

|  |  |  |
| --- | --- | --- |
| Week/Unit/Dates | Assignments due: reading, writing, collaboration | Topics/Focus |
| Week 1: April 6 - 12 - Introductions  A very busy week! Stay on top of things. | **Monday:** Introductions - Moodle Discussion Forum - everyone posts  Read the Syllabus and respond - Y/N  **Wednesday:** Respond (Y/N) to “The Writing Process” slide presentation in Forum -  **Friday: Club 121 - Zoom**  **Sunday:** Read and respond to Anne Lamotte’s “Shitty First Drafts” due by 23:55 | Introductions - Who are we all?  Syllabus - what you need to know about the course  The writing situation: WWWWW?  The four steps of the writing process  Writing fast and freely  **\*You must post on Moodle not later than Thursday to stay in the class. If I do not “hear” from you, I will drop you and let someone in from the Waitlist who is doing the work.** |
| Week 2: **Unit 1** - Writing from Experience  April 13 - 19 | **M: Introduce Object Essay -** Read example/s  Lecture: Telling a Story/*LSHB* Ch. W-10  W: Brainstorming/describing with dynamic details  F: Club 121 - Zoom: Q&A Object Essay  **Sunday: Object Essay dirty draft due** | Brainstorming  Telling a story  Show rather than tell  Dynamic description: appeal to the five senses  Transitions |
| Week 3: **Unit 1** - Writing from Experience  April 20 - 26 | M: Documentation/citation basics - What is plagiarism?  Punctuation *LSHB* Chs P  W: Peer review Object Essay  F: Club 121 - Zoom: Q&A Object Essay/Citations - we will create citations together  Formatting and titles  **Sunday: Object Essay final draft due by 23:55** | Plagiarism - define - avoid  How to create Works Cited in MLA  What is a peer review and how can you do it well?  Formatting and titles |
| Week 4: **Unit 2** - Writing from Observation/Research  April 27 - May 3 | Please note: From this week on, I am listing our topics and tasks in general here in the syllabus, but you will see the specific schedule on Moodle.  **One Change at a Time Paper (OCAT)** intro.  Journal for self-observation  Library Research and Documentation (continued): summary. Source evaluation.  Documentation practice - Respond to ***LSHB*** Ch: Research  F: Club 121 - Zoom: Q&A | Practice: documentation - in-text citations, summary  Writing fabulous paragraphs with integrated outside sources |
| Week 5: **Unit 2** - Writing from Observation/Research  May 4 - 10 | **Monday: One Change at a Time paper rough draft due**  Integrating outside sources into your own text: quote, paraphrase  *LSHB* Chs W-4 and W-5 - Developing Paragraphs and Designing What You Write  *LSHB* Chs R-3 and R-4  F: Club 121 - Q&A  **Sunday: One Change at a Time paper final draft due** | Developing paragraphs  Designing your paper  Maintaining a balance between personal writing and outside sources |
| Week 6: **Unit 3** - Writing to Assess/Prepare  May 11 - 17 | **Career Narrative Paper -** intro  Refining your writing style: write elegant sentences  *LSHB* Chs S -1 to S - 9  F: Club 121 Q&A  **Sunday: CN rough draft due** | Sentence style |
| Week 7: **Unit 3** - Writing to Assess/Prepare  May 18 - 24 | **Work on Career Narrative paper**  ***LSHB*** Chs L - 1 to L - 7 |  |
| Week 8: **Unit 4** - Prepare for Final Exam  May 25 - 31 | Prepare for Final Exam |  |
| Week 9: **Unit 4** - Prepare for  Final Exam  June 1 - 7 | Prepare for Final Exam |  |
| Week 10: Final Exam | Details to be announced |  |
| Happy summer! |  |  |

Enjoy writing. Always! :)